

Professional Development Initiatives

Head Start Publications Management Center

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INTRODUCTION

Professional development initiatives encompass training and education in order to improve the quality of care and education of young children. "As part of an effort to increase the benefits children receive from Head Start, funds (were) made available to all Head Start and Early Head Start programs to improve the training and qualifications of classroom teachers (as per ACYF-PI-HS-99-03.) These funds will help implement the new mandate in the Head Start Act which requires that, by September 30, 2003, at least half of all Head Start teachers in center-based programs must have an associate, baccalaureate, or advanced degree in Early Childhood Education or a degree in a related field, with pre-school teaching experience."

This Resource Guide was developed to assist the Head Start community in its effort to support Professional Development Initiatives. It is not intended as a comprehensive guide.

Any questions or comments regarding this guide should be addressed to Nanette Lofaro, HSPMC, (202) 737-1030 ext.26, nanettel@hskids-tmssc.org.

BOOKS

Barnett, Steven W. and Sarane Spence Boocock, Eds.

EARLY CARE AND EDUCATION FOR CHILDREN IN POVERTY: PROMISES, PROGRAMS, AND LONG-TERM RESULTS. State University of New York Press, 1998. Contributors from the fields of education, psychology, sociology, and economics address questions about the causal relationships through which early childhood programs produce their long-term effects. Includes discussions of such topics as the characteristics of effective early childhood programs, child care's effects on maternal labor force participation, the potential and perils of welfare reform, and the implications of national economic and political structures for early care and education policies.

Bellm, Dan, and Marcy Whitebook, and Patty Hnatiuk.

THE EARLY CHILDHOOD MENTORING CURRICULUM -TRAINER'S GUIDE.

National Center for the Early Childhood Work Force. Gryphon House, 1997.

A companion guide to the Handbook for Mentors, includes activity sheets, hand-outs and supplementary readings as well as a sample five-day mentoring course outline.

Carter, Margie and Deb Curtis (Contributor) and Debbie Curtis and Elizabeth Jones.

Redleaf Press, 1995. **TRAINING TEACHERS: A HARVEST OF THEORY AND PRACTICE.** Based on the premise that we learn best when the learning is relevant to our lives, and we are able to have hands-on opportunities to practice and integrate new concepts. The authors assert that teachers need to be trained in a manner consistent with how we would want them to teach the children in their care. Essential for trainers and program directors working to improve early childhood programs.

Catlett, Camille and Pamela J. Winton. **RESOURCE GUIDE: SELECTED EARLY CHILDHOOD/EARLY INTERVENTION TRAINING MATERIALS.** 8th Edition. Frank Porter Graham Child Development Center. University of North Carolina at Chapel Hill, 1999. An annotated bibliography that lists over 400 personnel development resources aimed at faculty, administrators and others. Books, videos, curricula and discussion guides assist in training, staff development and mentoring. This is also available online at: <http://www.fpg.unc.edu/whatsnew/Resourceguide/index.htm>.

Cronin, Sharon, and Louise Derman-Sparks, and Sharon Henry, and Cireci Olatunji.

FUTURE VISION, PRESENT WORK: LEARNING FROM THE CULTURALLY RELEVANT ANTI-BIAS LEADERSHIP PROJECT. Redleaf Press, 1998. Through a grant from the Kellogg Foundation, the Anti-Bias Leadership Project focused on leadership groups that performed cross-cultural advocacy work in Seattle, New Orleans, and Minneapolis/Saint Paul over three years. The authors share the principles, purposes, and strategies of each group they led, as well as the wisdom they gained from their own perspectives. The book functions as a model for fostering unity in diversity and addresses anti-bias and cultural relevancy issues in early childhood programs.

Dombro, Amy Laura and Kathy Modigliani. **FAMILY CHILD CARE PROVIDERS SPEAK ABOUT TRAINING, TRAINERS, ACCREDITATION, AND PROFESSIONALISM: FINDINGS FROM A SURVEY OF FAMILY-TO-FAMILY GRADUATES.**

Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York,

NY 10001 As part of the Child Care Aware initiative's 5-year process evaluation, this report describes the findings of a survey of 2,095 family child care providers, concerning the type of training they received through the initiative and issues related to accreditation and professionalism. Child Care Aware was sponsored in community sites, promoting the professional development of providers by implementing the following strategies: (1) training; (2) accreditation; and (3) creating or strengthening local provider accreditations. These providers believe that training positively influences their practice and that enhancing positive self-esteem is an essential part of their professional development.

Elliott, Kimberly and Anita Vestal. **LEARNING AND GROWING TOGETHER: HEAD START AND CHILD CARE PROFESSIONAL DEVELOPMENT PARTNERSHIPS.** Center for Career Development in Early Care and Education at Wheelock College, 1998. Web site: <http://ericps.crc.uiuc.edu/ccdece/ccdece.html> This book presents the professional development partnership model of The Center for Career Development in Early Care and Education, a strategy to build a comprehensive career development system and to support collaboration between different kinds of services. The book is designed as a resource guide to enable others to replicate collaborative approaches, and includes profiles of 23 professional development partnerships in 19 states.

Henry, Marilyn. **NATIONAL DIRECTORY OF EARLY CHILDHOOD TEACHER PREPARATION INSTITUTIONS.** Council of Professional Recognition, 1999. This unique volume contains a comprehensive listing of colleges and universities in the United States that provide early childhood education preparation, and is prepared in a form that can be updated and kept current on an ongoing basis. You can view the list of programs by state at the Council's website: <http://www.cdacouncil.org/>

Herr, Judy **MASTERING CDA COMPETENCIES: USING "WORKING WITH YOUNG CHILDREN".** [Revised Edition]. Goodheart-Willcox Company, Inc., 1998. This guide is designed to be used with the textbook "Working with Young Children" to assist in the completion of requirements to earn the Child Development Associate Credential. Chapters coordinate with those in the textbook, providing opportunities to apply what is learned in the reading and in coursework.

Isenberg, Joan P. and Mary Renck Jalongo. **EXPLORING YOUR ROLE: A PRACTITIONER'S INTRODUCTION TO EARLY CHILDHOOD EDUCATION.** Prentice Hall, 1999. The book discusses the concerns teachers often have about their effectiveness. Each chapter contains full case studies in *One Child, Three Perspectives*. Provides a series of interviews with leading experts, as well as a compendium of resources.

Johnson, J and J.B. McCracken, Eds. **THE EARLY CHILDHOOD CAREER LATTICE: PERSPECTIVES ON PROFESSIONAL DEVELOPMENT.** NAEYC, 1999. Thirty-nine leaders representing many facets of the early childhood field discuss their views on the professional development system.

Johnson, Lawrence J. editor and Anne M. Bauer, and Peggy M. Elgas, and contributors. **EARLY CHILDHOOD EDUCATION: BLENDING THEORY, BLENDING PRACTICE.** Paul H. Brookes Publishing, 1998. Combines practice and training in early childhood education and special education. Topic areas include collaboration, communication,

learning theories, environment, assessment and intervention. Excellent layout for professional trainers with chapter previews and summaries, discussion questions and activities.

NAEYC, 1996. **GUIDELINES FOR PREPARATION OF EARLY CHILDHOOD PROFESSIONALS.** Guidelines for teacher preparation, including the NAEYC guidelines to help institutions develop preparation programs and states meet licensure requirements.

Neugebauer, Bonnie and Roger, Eds. **THE ART OF LEADERSHIP: MANAGING EARLY CHILDHOOD ORGANIZATIONS**, 2 volumes. Redleaf Press, 2000.
A collection of articles originally published in Child Care Information Exchange, designed as a hands-on training guide in varied areas such as marketing, staff development, legal issues and leadership concerns.

Perry, G. and M. Duru, Eds. **RESOURCES FOR DEVELOPMENTALLY APPROPRIATE PRACTICE: RECOMMENDATIONS FROM THE PROFESSION.**
NAEYC 2000 More than 1200 resources, including Spanish-language materials, compiled in a reference type format that describes best practices in a wide range of topic areas.

Seefeldt, Carol (Editor) and Alice R. Galper (Contributor). **CONTINUING ISSUES IN EARLY CHILDHOOD EDUCATION** Prentice-Hall, 1997. Fifteen contributions by leaders in the field combine to examine key issues in the field. The book includes new chapters on advocacy, quality in child care, transition from preschool to primary school, developmentally appropriate practice, defining standards, developmental differences, and diversity.

Taylor, Barbara J. **EARLY CHILDHOOD PROGRAM MANAGEMENT: PEOPLE AND PROCEDURES.** Prentice Hall, 1996. This book offers future early childhood caregivers hands-on guidance to create, enhance, and administer quality child care programs. The third edition emphasizes the importance of good management--from setting up program philosophy to creating optimum conditions for children, employees, and families.

U.S. Department of Health and Human Services. Administration for Children and Families. Head Start Bureau, 1997. **LEADING HEAD START INTO THE FUTURE: TRAINING GUIDES FOR THE HEAD START LEARNING COMMUNITY.** This technical guide provides participants with opportunities to practice the skills, knowledge and values that will increase their effectiveness as Head Start leaders. Mentoring, engaging in outreach, committing to a vision, empowering staff and parents, and learning to act as a role model are the core behaviors reinforced by the training.

ARTICLES

Baptiste, Nancy and Marilyn Sheerer. "Negotiating the Challenges of the "Survival" Stage of Professional Development". *Early Childhood Education Journal*; v24 n4 p265-67 Sum 1997. The key to assisting those trying to negotiate the "survival" dimensions of their first years as teachers or center directors is immediate responsiveness to concerns and needs. Recommends on-site mentors to support first-year teachers/administrators in reflective practice and to serve as sounding board, colleague, coach, and friend.

Bloom, Paula. "Navigating the Rapids: Directors Reflect on Their Careers and Professional Development." *Young Children*; 52(7): 32-38. In an effort to address issues concerning credentialing early childhood directors, the author explores career decisions and provides a framework for understanding the growth and development of director competence through the career cycle. The career cycles of beginning, competent, and master directors, and the growth and change which occur, are detailed.

Bredekamp, Sue. "When New Solutions Create New Problems: Lessons Learned from NAEYC Accreditation". *Young Children*; v54 n1 p58-63 Jan 1999. Presents lessons learned from 12 years of administering a national accreditation system. including setting standards for quality, interpreting standards for practice, and administering good-quality programs. Professional development lessons relate to professional preparation and ethical responsibility.

Carter, Margie. "Principles and Strategies for Coaching and Mentoring: Ideas for Training Staff". *Child Care Information Exchange*; n120 p82-86 Mar-Apr 1998. Presents principles and strategies for a child care coaching and mentoring system.

Caulfield, Rick. "Professionalism in Early Care and Education". *Early Childhood Education Journal*; v24 n4 p261-63 Sum 1997. Final in a four-part series on infant and toddler development, discusses professionalism in the context of required caregiving beliefs and practices in working with infants and toddlers. Presents four "common threads" of professionalism that transcend level of education and experience--specialized knowledge of children's development, partnership with families, observation and assessment, and code of ethics--and offers recommendations for each.

Couchenour, Donna and Beth Dimino. "Teacher Power: Who Has It, How To Get It, and What To Do with It". *Childhood Education*; v75 n4 p194-98 Sum 1999. Discusses the role of power in effective teaching. Explores how the use of teacher power can support family involvement, contribute to professional development, communicate the importance high expectations for all students, contribute to the profession of teaching, and convey excellence to the larger good of society.

Fenichel, Emily, Ed. "Professional Development and Training for Early Intervention Service Providers," *Zero to Three*; v14 n1 Aug-Sep 1993, starts p.42. This issue presents five articles on the theme of professional development of personnel serving infants and toddlers. The papers describe: experiences in the Training of Trainers Intensive Seminar and the City Training of Teams initiatives, an Illinois developmental training and support program, a Canadian 12-month training program,

the use of first person narratives in professional and parent development, and the ethics of requiring self revelation in professional development programs

Jalongo, Mary Renck. "On Behalf of Children: 'Rethink Your Regalia.'"

Early Childhood Education Journal; v25 n1 p1-2 Fall 1997.

Discusses why early childhood educators should abandon their use of teacher-oriented decorative items: (1) such items evoke stereotypes with nostalgic appeal; (2) the decorations can undermine professional image; (3) the items communicate a message of subservience; (4) the items commercialize teaching rather than elevate the profession's status; and (5) resulting stereotypes disregard the unique history of early childhood education.

Kagan, Sharon L. "Going Beyond "Z". From Our President". *Young Children*; v54 n2 p2 Mar 1999. Maintains that pedagogy, practice, and policy are inseparable and that early childhood professionals must be cognizant of their multiple roles.

Montgomery, Diane, Ed., "Rural Special Education for the New Millennium".

Conference Proceedings of the American Council on Rural Special Education (ACRES) (19th, Albuquerque, New Mexico, March 25-27, 1999).

This proceeding, containing paper and poster presentations, focused on innovation and a glance to the future. Current issues in special education include the use of technology, integrating theory and practice for all ages, and effective professional development. It was organized to correspond to conference strands: at-risk students, collaborative education models, early childhood special education, gifted education, leadership and policy issues, multicultural education, parents and families, professional development, technology, transition, and understanding issues of low incidence disabilities.

"NAEYC Position Statement: A Conceptual Framework for Early Childhood Professional Development". *Young Children*; v49 n3 p68-77 Mar 1994.

Outlines a framework for effective professional development of early childhood educators that identifies key principles and premises that apply across the diverse roles and settings of early childhood professionals. Defines six specific levels of professional development, based on educational qualifications and outcomes, ranging from a certificate program through the doctoral degree.

NCEDL. "Teacher Education, Wages, Key to Outcomes." Spotlight No. 18, January 2000. Prepared by the National Center for Early Development & Learning, synthesizing information presented at the *Making Gains* conference, February 1999, UNC-Chapel Hill, NC. Article reviews research findings that show well-educated and compensated teachers and providers are essential to early childhood program quality and outcomes for children. Find it at: <http://www.fpg.unc.edu/~ncedl/PAGES/prdcts.htm/>

Neugebauer, Bonnie and Roger Neugebauer. "The Paradoxes of Leadership--What We've Learned". *Child Care Information Exchange*; n120 p6-9 Mar-Apr 1998.

Lists some of the paradoxes of leadership, including (1) directors need to enjoy their work, but cannot avoid disagreeable tasks; (2) staff protection of directors ultimately proves harmful; (3) when directors are most discouraged, they need to be most motivated; (4) humor can help accomplish serious results; and (5) the longer a director is employed, the less he or she is appreciated.

Phillips, Carol Brunson. "Preparing Teachers To Use Their Voices for Change. National Institute for Early Childhood Professional Development". *Young Children*; v53 n3 p55-60 May 1998. Advocates a renewed commitment to address racial and cultural diversity in early childhood education by changing the institutional infrastructures that produce and reproduce inequities.

Powers, Julie and Margie Butler. "Finding Kindred Spirits: Creating an Early Childhood Education Network". *Child Care Information Exchange*; n122 p13-15 Jul-Aug 1998. Describes a group called the Southern Arizona Early Childhood Network, a collection of leaders invested in the well-being of young children, including directors, child care advocates, health care providers, teacher educators, teachers, and agency personnel. Discusses how the group serves as a forum to share information

Russell, Sue. "T.E.A.C.H. Project Helps Promote Professional Development in Six States." *Child Care Bulletin*; July/August, 1997, #16. Describes this project which serves as an umbrella for seven different scholarship initiatives providing teachers with funds to work toward their associate degree in early childhood education, or a bachelor's degree in child development, or to become a Model/Mentor Teacher. Lists the 5 states the project operates in and the administering organizations.

Spodek, Bernard, "The Professional Development of Early Childhood Teachers". *Early Child Development and Care*; v115 p115-24 Jan 1996. Defines "professional development" for early childhood teacher education, and cites the nine principles of effective professional development created by the National Association for the Education of Young Children. Outlines the different stages of teacher development put forth by Fuller and Katz. Believes that interaction with persons at higher stages of professional development is necessary for maturation in teaching.

Stayton, Vicki and Mary Beth Bruder. "Early Intervention Personnel Preparation for the New Millennium: Early Childhood Special Education". *Infants and Young Children*; v12 n1 p59-69 Jul 1999. Discusses original recommendations on the preparation of early interventionists and reviews numerous societal, policy/legislative, and service delivery changes that have occurred over the past 10 years in early-childhood special education.

Turben, Susan H: "A Collaborative Consultation Model: Changing the Way Head Start Prepares Personnel To Work with Families at School, at Home and in the Community. Six-Session Training Guide". Paper presented at the Head Start National Research Conference (4th, Washington, DC, July 9, 1998). The Personnel Preparation Curriculum is a collaborative consultative model for training professionals, including Head Start teachers, parents, and paraprofessionals, to work with families to address the educational needs of children. The activity-based model views families as being in charge, and professionals as partners with parents.

ASSOCIATIONS & PROFESSIONAL DEVELOPMENT TRAINING

THE ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)

17904 Georgia Avenue, Suite 215

Olney, MD 20832-2277

PH: 1-301-570-2111 or 1-800-423-3563

FAX 1-301-570-2212

<http://www.udel.edu/bateman/acei/>

More than 100 years since its inception, ACEI focuses on children from infancy to early adolescence. ACEI shares a dual commitment to the fulfillment of every child's potential and to the professional development of teachers with journals, publications, ACEI's Annual International Conference & Exhibition and regional workshops.

THE CAREER DEVELOPMENT INITIATIVE OF NY STATE

130 Ontario St.

Albany, NY 12206

(518) 463-8663

<http://www.earlychildhood.org>

Promotes professional development in early childhood and school-age programs.

CENTER FOR CAREER DEVELOPMENT IN EARLY CARE AND EDUCATION

Wheelock College

200 The Riverway

Boston, MA 02215

Phone: 617-734-5200, ext. 211

Fax: 617-738-0643

E-mail: centers@wheelock.edu

<http://ericps.crc.uiuc.edu/ccdece/ccdece.html>

The Center was founded in 1991 at Wheelock College. Addressing the need for change in both policy and practice, The Center's technical assistance, training delivery, research, and information dissemination activities are designed to help states, local communities, and higher education institutions bring about systemic change to replace the currently fragmented training system with one which meets the needs of families, children, and the field.

CENTER FOR CHILD CARE WORKFORCE

733 15th St. NW, Suite 1037

Washington, D.C. 20005

Ph: 202-737-7700

Fax: 202-737-0370

E-mail: ccw@ccw.org

<http://www.ccw.org>

CCW is a non-profit research, education, and advocacy organization committed to improving child care quality by upgrading the compensation, working conditions and training of child care teachers and family child care providers. CCW promotes two major efforts to promote leadership and career advancement for teachers and providers: the Worthy Wage Campaign and the Early Childhood Mentoring Alliance.

CENTER FOR EARLY CHILDHOOD LEADERSHIP

National-Louis University

1000 Capitol Drive

Wheeling, IL 60090-7201

Phone: 1-800-443-5522 ext. 5252

E-mail: pblo@wheeling1.nl.edu

Director: Paula Jorde Bloom

Founded in 1985, the Center for Early Childhood Leadership is dedicated to enhancing the management skills, professional orientation, and leadership capacity of early childhood educators. Funded by grants and contracts from philanthropic foundations, state agencies, and corporations, the Center's activities encompass four areas: training to improve the knowledge base, skills, and competencies of directors who administer early childhood programs; technical assistance to improve program quality; research on key professional development issues; and public awareness of the critical role that early childhood directors play in the provision of quality services for children and families.

CHILD CARE ACTION CAMPAIGN

330 7th Ave., 17th Floor

New York, NY 10001

212-239-0138

212-268-6515

E-mail: info@childcareaction.org

<http://www.childcareaction.org/>

A coalition of leaders from diverse organizations advocating for high-quality child care. Activities include education, information service, proposing possible solutions, and technical assistance to governmental offices. Publishes bimonthly newsletter. Nonprofit membership organization.

CHILDREN, YOUTH, AND FAMILY CONSORTIUM**UNIVERSITY OF MINNESOTA**

<http://www.cycf.umn.edu/Ectrain/>

This is a clearinghouse database designed to provide information regarding early childhood professional development opportunities in Minnesota. You can select by several categories.

COUNCIL FOR PROFESSIONAL RECOGNITION

1341 G St., N.W., Suite 400

Washington, DC 20005-3105

202-265-9090

1-800-424-4310

Fax: 202-265-9161

<http://www.cdacouncil.org/>

Offers a nationally-recognized, competency-based Child Development Associate Credential. The CDA program provides training, assessment, and certification of child care professionals. Awards credentials to home-based child care providers, preschool and infant-toddler caregivers, and home visitors. Bilingual specialization also available. At their website you can find a chart that lists by state what professional positions the CDA qualifies a person to hold.

**FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

105 Smith Level Rd.

Chapel Hill, NC 27599-8180

<http://www.fpg.unc.edu>

The center is one of the oldest multidisciplinary centers for the study of young children and their families. Research and education activities focus on child development and health, especially factors that may put children at risk for developmental problems. Teaching and technical assistance activities prepare professionals to serve children and families effectively. Public service activities translate and spread knowledge to families, practitioners, and policy makers. (See also, NCEDL, below.)

NATIONAL ASSOCIATION OF CHILD CARE PROFESSIONALS (NACCP)

304-A Roanoke Street

Christiansburg, VA 2406

Phone: (800) 537-111

Fax: (540) 382-6529

E-mail: admin@naccp.org

<http://www.naccp.org/>

The National Association of Child Care Professionals is deeply committed to strengthening the professional skill level of child care directors, owners, and administrators nationwide, without regard to tax status or corporate structure. NACCP believes effective management is the critical link to superior child care.

NATIONAL ASSOCIATION OF CHILD CARE RESOURCE AND REFERRAL AGENCIES (NACCRRA)

1319 F Street, NW, Suite 810

Washington, D.C. 20004-1106

Phone: (202) 393-5501

NACCRRA is a national membership organization of over 400 community child care resource and referral agencies (CCR&Rs) in all 50 states. NACCRRA's mission is to promote the growth and development of high quality resource and referral services and to exercise leadership to build a diverse, high quality child care system with parental choice and equal access for all families. The CCR&Rs it represents are the only portion of the child care delivery system which maintains daily contact with both parents and child care providers in hundreds of local communities. CCR&Rs work closely with a broad array of community leaders, including employers and unions. Increasingly, NACCRRA and its members offer innovative guidance to policy makers on service delivery and regulatory issues and strategies.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

(see also the National Institute for Early Childhood Professional Development)

1509 16th St., N.W.

Washington, DC 20036-1425

1-800-424-2460

202-232-8777

Fax: 202-328-1846

<http://www.naeyc.org/>

The largest professional group of early childhood educators and child care providers.

Publishes brochures, posters, videotapes, books, and the journal *Young Children*.

Videos about important topics are also available. Materials discuss teaching and program ideas, ways to improve parent-teacher relations, and resources for students about safety, language arts, and learning. National, state, and local affiliate groups offer training opportunities. Other programs are the Information Service and the Week of the Young Child.

NATIONAL ASSOCIATION FOR FAMILY CHILD CARE (NAFCC)

206 6th Avenue, Suite 900

Des Moines, IA 50309-4018

Phone: (515) 282-8192 or (800) 359-3817

Fax: (515) 282-9117

<http://www.nafcc.org/>

E-mail: nafcc@assoc-mgmt.com

Membership services include accreditation for family and group child care providers; bimonthly newsletter *The National Perspective*; child care legislation representation; code of excellence for family child care; directory of associations and support groups; information on accident and liability insurance; national family child care conference; national networking with providers, associations, and other organizations; public policy advocacy for issues related to children and providers; resource publication department; toll free information line; and discounts for child care providers.

NATIONAL CENTER FOR EARLY DEVELOPMENT AND LEARNING (NCEDL)

Frank Porter Graham Child Development Center

UNC-CH, CB #8185

Chapel Hill, NC 27599

<http://www.fpg.unc.edu/~ncedl/index.htm>

Research at the National Center for Early Development & Learning (NCEDL), focuses on enhancing the cognitive, social and emotional development of children from birth through age eight. NCEDL has developed a series of Case Studies that can be used for early childhood teacher preparation and staff development. The stories, based on real life, are narrative descriptions of situations likely to be encountered by practitioners. There is no one obvious solution but, rather, several alternative solutions. Each case story includes a set of discussion questions.

NATIONAL COALITION FOR CAMPUS CHILD CARE CENTERS

122 S. Michigan Avenue

Suite 1776

Chicago, IL 60603

Phone: (800) 813-8207; (312) 431-0013

Fax: (312) 431-8697

Email: ncccc@smtp.bmai.com

The National Coalition for Campus Children's Centers (NCCCC) is a nonprofit educational membership organization. NCCCC supports research and activities affecting college and university early childhood education and service settings, family and work issues, and the field of early childhood education in general. NCCCC expresses this mission through its newsletters, publications, conferences, and grants.

NATIONAL HEAD START ASSOCIATION

1651 Prince Street

PH: 703-739-0875

FAX: 703-739-0878

E-mail: webmaster@nhsa.org

<http://www.nhsa.org>

NHSA provides a national forum for the continued enhancement of Head Start services for poor children ages zero to five, and their families. It is the only national, independent non-profit organization dedicated exclusively to the concerns of the Head Start community. The HeadsUp! Network is a satellite television network exclusively dedicated to the training needs of the Head Start and early childhood community. It provides cost-effective training and professional development to Head Start and early childhood centers across America and its territories.

NATIONAL INSTITUTE FOR EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

National Association for the Education of Young Children

1509 16th Street, N.W.

Washington, DC 20036

Phone: 1-800-424-2460 ext. 0

Fax: (202) 328-1846

E-mail: institute@naeyc.org

<http://www.naeyc.org/profdev/institute/default.htm>

The National Institute for Early Childhood Professional Development, a division of NAEYC, was established to improve early childhood program quality through the improvement of professional preparation and training provided for individuals who care for and educate children, birth through age eight. The Institute strives to improve the quality, consistency, and accessibility to professional preparation programs, toward the goal of achieving a coordinated, articulated professional development system for the field of early childhood education. The Institute seeks to accomplish these goals through: setting standards for early childhood teacher education programs, state certification and staff training curricula; offering publications on professional development; and sponsoring an annual national conference on professional development.

NEBRASKA'S EARLY CHILDHOOD TRAINING CENTER

6949 110th St.

Omaha, NE 68125-5722

(402) 597-4820

<http://www.esu3.k12.ne.us/>

Provides support and training to staff working with young Nebraska children and their families. They offer a CDA credentialing program.

QUILT

1-877-867-8458 (toll free)

<http://www.quilt.org>

A national training and technical assistance project funded by the Federal Head Start and Child Care Bureaus. Three organizations lead QUILT:

Community Development Institute (CDI) Denver, Colorado

Education Development Center, Inc. (EDC) Newton, Massachusetts

National Child Care Information Center (NCCIC) Vienna, Virginia

Their purpose is to support full-day full-year partnerships among child care, Head Start, prekindergarten, and other early education programs at the local, state, tribal, territorial, and regional levels.

TRIBAL CHILD CARE TECHNICAL ASSISTANCE CENTER (TRITAC)

(800) 388-7670

<http://nccic.org/tribal/>

The Tribal Child Care Technical Assistance Center will provide targeted technical assistance services to the over 500 Tribes supported by the Child Care and Development Fund. Technical assistance under this contract will support Indian Tribes and tribal organizations in their efforts to increase the availability and quality of child care, develop more coordinated delivery systems, promote linkages with State and local programs, and improve child care opportunities for families, providers, and tribal communities.

In many tribal communities, **TRIBAL COLLEGES** serve as a primary link to education and training. Tribal colleges can play a vital role in providing quality enhancement activities for tribal child care programs. In fact, the Chippewa Cree Tribe designates its tribal college, Stone Child College, as the Tribal Lead Agency to administer its CCDF program. At least 22 of the 30 Tribal Colleges and Universities in the United States offer courses or certificates ranging from child development associate and child care assistance to elementary and early childhood education. Child care related offerings are available at the following institutions:

Blackfeet Community College

Browning, Montana

406/338-7755

Cankdeska Cikana Community College

Fort Totten, North Dakota

701/766-4415

College of the Menominee Nation
Keshena, Wisconsin
715/799-4921

Dine' College
Tsaile, Arizona
520/724-6669

Fond du Lac Community College
Cloquet, Minnesota
218/879-0800

Fort Belknap College
Harlem, Montana
406/353-2607

Fort Berthold Community College
New Town, North Dakota
701/627-3665

Fort Peck Community College
Poplar, Montana
402/768-5551

Haskell Indian Nations University
Lawrence, Kansas
785/749-8497

Lac Courte Oreilles Ojibwa Community College
Hayward, Wisconsin
715/634-4790

Leech Lake Tribal College
Cass Lake, Minnesota
(no phone # listed)

Little Priest Tribal College
Winnebago, Nebraska
402/878-2380

Nebraska Indian Community College
Niobrara, Nebraska
402/857-2434

Northwest Indian College
Bellingham, Washington
360/676-2772

Oglala Lakota College
Kyle, South Dakota
605/455-2321

Salish Kootenai College
Pablo, Montana
406/675-4800

Sinte Gleska University
Rosebud, South Dakota
605/747-2263

Sisseton Wahpeton Community College
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The resources listed in these pages include links to other organizations, contact information, printed materials, and eventual access to the TA Center database on Professional Development Partnerships and Professional Development.